

Official Announcements

University of Bonn Reference Framework for Gender Equality 2022–2026





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1. Gender Equality as a Quality Characteristic of Excellent Research

Excellent research and capacity for innovation rely on an extensive pool of exceptionally talented individuals. Fostering **diverse prospects and giving staff wide-ranging career opportunities** are therefore key objectives for the University of Bonn. Besides playing a key role in encouraging excellence, gender equality and equal opportunity strategies are also an important component of the University's understanding of quality in science, academia and research.

Going hand in hand with the promotion of equal opportunity is the aim of aligning the University's organizational culture to the individual life circumstances and different social and cultural backgrounds of its members and those of its community and mainstreaming this culture in a proactive fashion. This is based on designing consistently **gender-equality-oriented, family-friendly and non-discriminatory study and working conditions** in order to help break down structural barriers both to accessing the University and to studying and working here.

In order to drive forward the necessary cultural change, the University of Bonn will be working toward the rigorous long-term implementation of the following measures over the next few years:

- Creating fair and transparent decision-making and assessment structures in both staff recruitment and the distribution of resources
- Introducing a pluralistic makeup for decision-making bodies in order to ensure that a wide range of viewpoints are represented in all discussion processes
- Improving the gender and diversity skills of all members of the University and its community
- Embedding equal opportunity as a central criterion in quality management, particularly with regard to development planning but also in target agreements and evaluation procedures

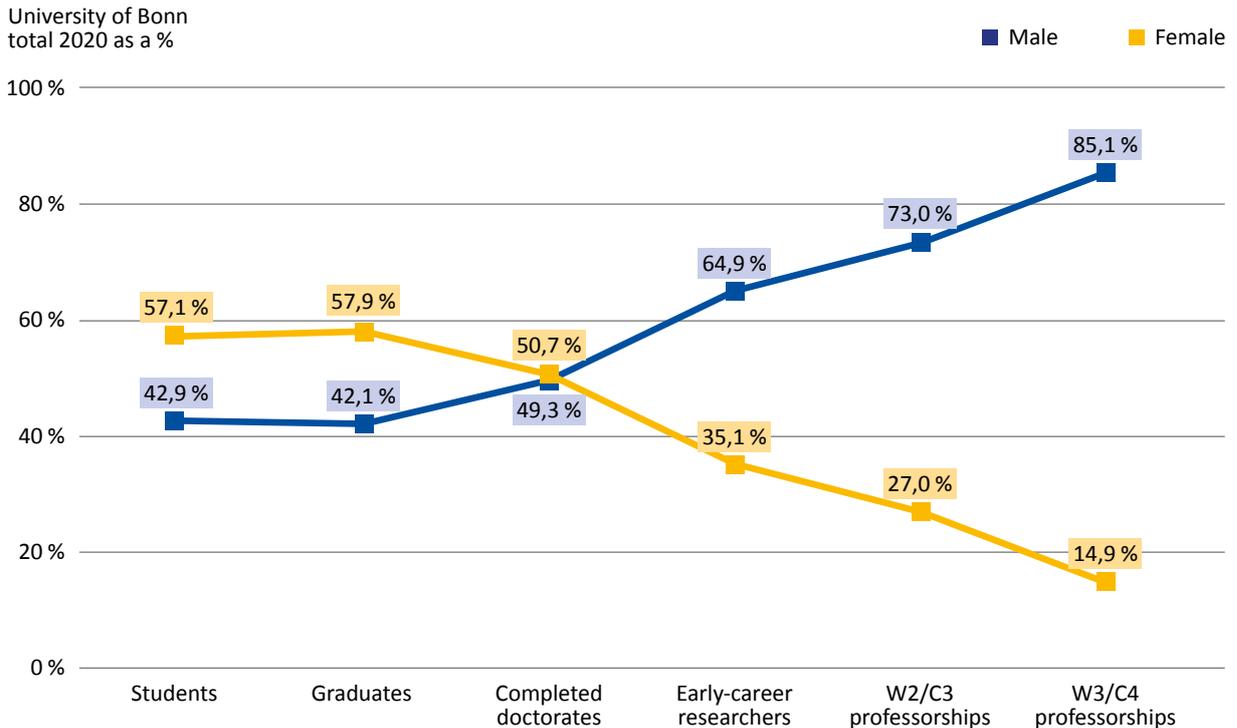
Auditing processes are a further key component in the University's strategy for making systematic improvements to specific areas. The University of Bonn has undergone "Family-Friendly University" audits since 2011 and has been certified continuously since 2021. It has also signed the "Charter of Diversity" and has passed the "Shaping Diversity" audit organized by the Association of Sponsors of German Arts and Science (Stifterverband für die Deutsche Wissenschaft), receiving its certificate in February 2020.

The gender equality and diversity policy at the University of Bonn is applied from an intersectional perspective. The **systematic integration of and outreach to all genders and gender identities**, agreeing corresponding measures and ensuring that everyone is adequately represented in the University's statistics are core aims for the "gender" dimension.

2. Statistical Stocktake, Objectives and Measures (data correct as of December 1, 2020)

2.1 Research, teaching and studying

Figure 1: Gender breakdown by status groups



2.1.1 Female professors

Increasing the percentage of female professors is one of the most urgent and most important tasks facing the University of Bonn. At the end of 2020, 22 % of all professorships (including W1) were held by female researchers. Action is needed at the level of the W2 and W3 professoriate in particular as female researchers remain underrepresented in these posts at 27 % and 15 % respectively. A look at the individual faculties paints a fairly mixed picture as far as the percentage of female professors is concerned. While women make up 31 % and 27 % of the professoriate in the Faculty of Arts and the Faculty of Agriculture respectively, the corresponding figures are lower in the Faculty of Mathematics and Natural Sciences, the Faculty of Medicine and the Faculty of Protestant Theology at between 18 % and 21 %. Female researchers are significantly underrepresented at professorship level in the Faculty of Law and Economics and the Faculty of Catholic Theology at 13 % and 8 % respectively. Of the three Educational Sciences professorships at the Bonn Center for Teacher Education (BZL), two posts are held by men and one by a woman, making the proportion of women 33 %.

Based on their date of appointment, 40 % of the **new appointments** made across the University in 2020 were female, and 52 % of the W2 professorships were filled by a woman. By contrast, female researchers made up a mere 19 % of new appointments at W3 professorship level.

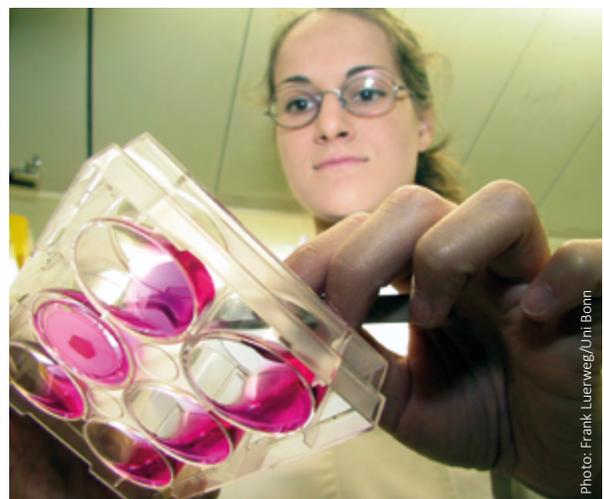
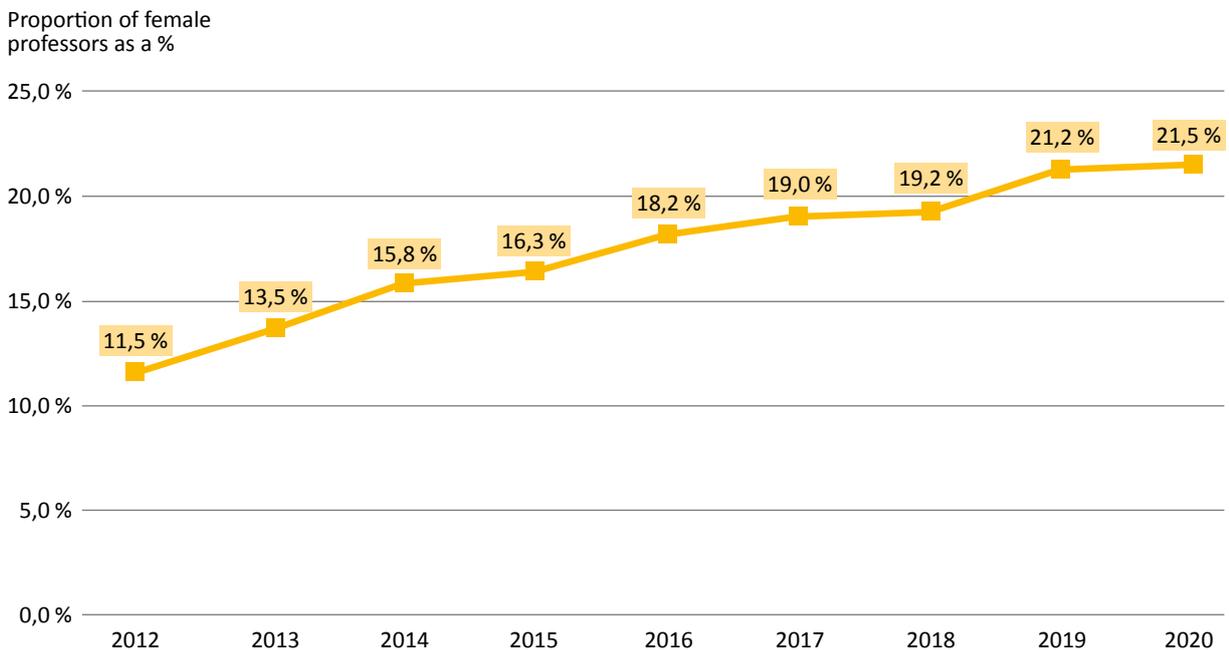


Photo: Frank Luerweg/Uni Bonn

Figure 2: Increase in the proportion of female professors 2012–2020*

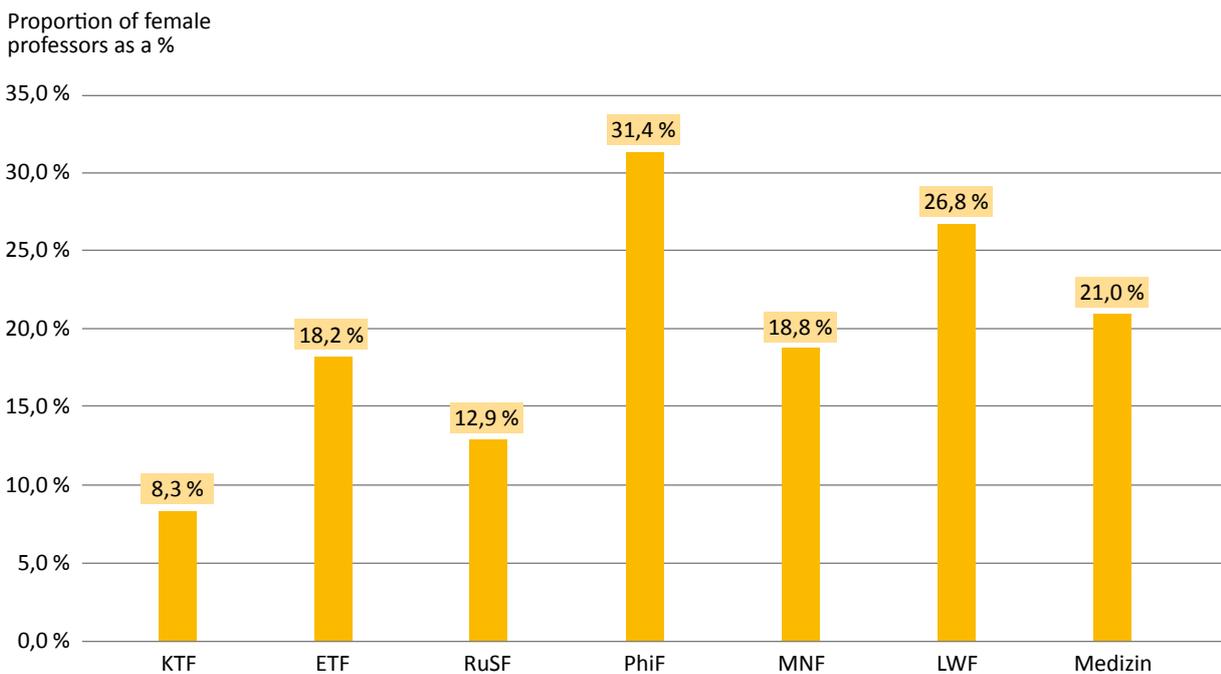


* excluding absences; including interim professorships (data correct as of December 1 of each year)

According to the **latest CEWS University Ranking (2021)** produced by the Leibniz Institute for the Social Sciences/ Center of Excellence Women and Science, the University of Bonn is among the leading pack in Germany in terms

of increasing its proportion of women between 2014 and 2019; this applies both to its professoriate and its academic staff. In absolute terms, however, its percentage of female professors put it in the bottom group nationwide in 2019.

Figure 3: Proportions of women in the various faculties (data correct as of December 1, 2020)



Comparison of proportion of female professors in the various faculties (KTF: Faculty of Catholic Theology; ETF: Faculty of Protestant Theology; RuSF: Faculty of Law and Economics; PhiF: Faculty of Arts; MNF: Faculty of Mathematics and Natural Sciences; LWF: Faculty of Agriculture; Medizin: Faculty of Medicine). The relatively low proportion of professors in the Faculty of Catholic Theology is due to the requirement to appoint priests to at least half of its professorships.

The Rectorate and the dean's offices have set **binding targets** for increasing the proportion of female professors to at least 30 % (including W1) across the University by 2026. Up to 30 % of the professorships in nearly all the faculties are expected to be newly filled by 2025 and as many as over half by 2030. The University management will take this significant degree of staff turnover as an opportunity to make strategic new appointments, particularly of female researchers.

The **cascade model** was used as a guiding framework to set the 30 % target for the proportion of women professors by 2026 with regard to female representation among Habilitation candidates and heads of research groups (see 2.1.2 below). Major core measures have already been implemented to help meet this target. These include actively recruiting female researchers when appointing to professorships – especially via the **Strengthening the Equal Opportunity Process (STEP)** program – which the Rectorate has been leading on across the University. In addition, new professorship programs set up at the University (Hertz and Schlegel Chairs) apply a quota system that requires at least 50 % of the positions for which applications are invited to be filled by female researchers.

The **performance-based allocation of resources within the University**, which has included appointing female researchers to permanent professorships as a key criterion since 2018, gives the faculties an incentive to play an active role in working toward the target to recruit female researchers, as does additional funding that the Rectorate awards to faculties that successfully secure new female professors. However, the results of this strategic realignment in the form of “gender budgeting” will not become apparent until a few years' time and will thus form an integral component of the interim evaluation of this reference framework.

In 2020, 34 % of the University's **interim professors** were female. The aim is to increase this to 40 %.



STEP, which is the Rectorate's own grant program for female researchers, was set up in 2019 when the University of Bonn achieved University of Excellence status. The program is coordinated by the Equal Opportunity and Diversity Unit and includes **targeted measures for recruiting and supporting female professors** in order to increase the proportion of them significantly over the next few years:

- Increasing the financial resources, staffing and time available for research by female researchers via the Project Proposal (STEP 1) and Onboarding and Commitment (STEP 3) grant programs
- Increasing the proportion of female researchers at the University of Bonn via the Recruitment (STEP 2) and Onboarding and Commitment (STEP 3) grant programs
- Enabling participation in decision-making processes at the University in a proactive way via the Co-Organization grant program (STEP 4)
- Increasing the visibility of female researchers via the Co-Organization (STEP 4) and Female Networks (STEP 5) grant program, e.g. by inviting female visiting professors and hosting Connect in Science workshops

2.1.2 Female early-career researchers

At **assistant professorship** level, 48 % of posts are held by female researchers. Women were appointed to 43 % of the tenure-track assistant professorships advertised in 2020. The aim is to recruit female researchers to 50 % of all assistant professorships and, in particular, 50 % of tenure-track assistant professorships. Besides targeted active recruitment to increase the proportion of women at this level, female assistant professors can also benefit from the STEP program (STEP 3, 4 and 5).

Women currently account for 42 % of the **heads of the research groups** (excluding medicine). In order to keep on increasing this percentage to at least 50 %, the University is offering a scholarship for preparing project proposals (STEP 1) and is supporting female early-career researchers with financial incentives in the form of performance bonuses and opportunities to improve their academic networking (STEP 5).

The percentage of **female Habilitands** (completed Habilitation) has risen from 21 % in 2016 to its current level of 23 %.

The percentage of completed **doctorates** at the University of Bonn that were written by women increased from 47 % in 2014 to 51 % in 2019, although this figure slipped back to 49 % in 2020.

The University management has already responded to this development by **realigning and strengthening its early-career strategy** (see 2.1.3 below) in order to get the percentage of completed doctorates written by women back onto an upward curve. Female doctoral students and postdoc-

toral researchers are also eligible for the support measures forming part of the STEP program. Targets of 35 % and 50 % have been set for women as a percentage of completed Habilitations and completed doctorates respectively.

2.1.3 Staff development for female researchers and early-career researchers of all genders

The staff development measures offered to early-career researchers at the University are **constantly being developed further and finessed**. Early-career researchers of all genders are thus given support at an early stage to help them decide whether to pursue a career in or outside a university. For female researchers in particular, this support is supplemented in a targeted way by the grant programs under the *Maria von Linden Program*, the *MeTra mentoring program* and the *open training and coaching sessions provided by the Gender Equality Office*.

Targeted training and support is intended to give early-career researchers at every stage of their academic career the best possible preparation for taking the next step, focusing on making academic career paths more transparent and easier to plan. It goes without saying that aspects that promote gender equality, such as binding quota systems for posts and scholarships, form an integral part of all programs for promoting early-career researchers.

The staff development strategy for early-career researchers – the **Argelander Program at the University of Bonn** – is based on three pillars: *orientation, qualification and support*. Two overarching qualification programs, *Promotion plus* from the Bonn Graduate Center and *Postdoc plus* from the Argelander Competence Center, offer an extensive range of training and consultation services. A binding agreement has been reached for the Research career track whereby at least two thirds of spaces on the Argelander Program are reserved for female early-career researchers.

The **Argelander Competence Center** also offers a support program for postdoctoral researchers that is intended to help them become academically independent at an early stage as well as assisting them with career planning. For instance, they can apply for advances on travel expenses, known as *Argelander International Conference Grants*, so that they can play an active role in international conferences. *Argelander Starter-Kit Grants*, meanwhile, let post-docs take advantage of comprehensive advice and financial support when writing applications for third-party funding. Both types of grant are awarded 50:50 to male and female researchers.

Over 30 **graduate schools** and **structured graduate programs** offer doctoral students a wide range of options at the University. Besides one-to-one academic supervision, this also includes an extensive subject-specific and interdisciplinary curriculum to prepare them for an academic or non-academic career further down the line.

The Rectorate has awarded 11 of our graduate schools the status of a *Bonn International Graduate School (BIGS)*. The various BIGSs run **doctoral programs** that meet the highest international standards. They recruit doctoral students from all over the world, teach research curricula in English and give their members access to international research partnerships. The Rectorate provides all graduate schools meeting the BIGS standards with long-term funding for coordination purposes and resources for travel and materials.

The graduate schools with a low proportion of women have introduced their **own programs or measures for attracting and supporting female early-career researchers**. For instance, the *BIGS Mathematics* organizes the “*Young Women in ...*” event series together with the Hausdorff Center. This program serves to promote subject-specific continual professional development and networking within the academic and scientific community. The *Bonn Graduate School for Economics*, meanwhile, holds regular network meetings for female students and doctoral students. BGSE scholarship recipients with children receive a monthly childcare allowance of € 400, while other BIGSs have introduced a quota system to increase the percentage of female doctoral students awarded scholarships.

In addition, **some faculties, departments and institutes have dedicated programs** geared toward increasing the proportion of women among the early-career researchers and professors specializing in their disciplines. For example, the Department of Law’s *Justitia program* provides targeted information to female students at an advanced stage of their degree program as well as female doctoral students and Habilitands about opportunities, challenges and funding options and is designed to encourage participants to forge a career in academia. The program is also designed to foster a network among female students, doctoral students and Habilitands. Another example is the *Women in Science Committee* that has been set up at the *Life & Medical Sciences (LIMES)* Institute in the Faculty of Mathematics and Natural Sciences in order to improve women’s prospects in the life sciences in particular. The aim is to provide a forum that strengthens dialogue at an academic and personal level in order to support women’s career development and that ultimately helps eliminate gender imbalance at management levels. The committee is made up of a group of women from various countries who are at different stages of their academic career.

2.1.4 Equal opportunity in the pre-professorship career phase

The University of Bonn is committed to creating family-friendly study and working conditions in order to open up **sound career paths** for early-career researchers of all genders. Work contracts are drawn up in line with the *provisions of the agreement on good employment conditions* for university staff in North Rhine-Westphalia and the German Law on Temporary Employment in Higher Education (WissZeitVG).

As a basic principle, therefore, contract terms are adapted in line with the qualification target. The funding for a position must be secured for the entire qualification period. Where fixed-term work contracts for research associates are concluded, these must include a justification for the fixed term wherever possible that also enables the contract term to be extended in the event of parental leave in accordance with the *WissZeitVG* (§ 2 para. 1 *WissZeitVG*).

Among **research associates** (excluding civil servants), women make up 47 % of permanent positions and 46 % of fixed-term ones. When setting up positions for doctoral students, the University of Bonn follows the German Research Foundation (DFG) standard, which envisages a workload of between 65 % and 100 % full-time equivalent.

The option of concluding **binding agreements for flexibility in on-site working** makes it easier for researchers with children and/or care responsibilities to plan their day-to-day routine, especially in terms of childcare. The University has also recently approved a *Civil Service Staff Council Agreement on Mobile Working/Alternating Telework* as a two-year pilot, which applies to technical and administrative as well as academic staff.

The University management is expressly committed to further reinforcing a **family-friendly management culture that embraces diversity and gender equality** in which line managers, supervisors of doctoral students and professors have a particularly important role to play. Staff with line management responsibility can complete regular advanced training thanks to bespoke HR development measures such as the *Management Toolbox* and the *yourTRACK program* for heads of research groups and assistant or tenure-track professors. Needless to say, topics such as family-friendly management and the promotion of equal opportunity form an integral part of all relevant workshop formats. It also goes without saying that gender competence has been one of the selection criteria for trainers for many years.

The University management provides extensive **recruitment guidelines** that are updated regularly with the help of the gender equality officers and that contain provisions on staff recruitment relevant from a gender equality and compatibility perspective.

2.1.5 Female students and graduates

The **average** proportion of women students and graduates at the University has **exceeded 50 %** for many years on both bachelor's and master's degree programs. Across the University, this figure drops to below 50 % at the doctorate stage. In the subjects in which female students are underrepresented (e.g. mathematics and natural sciences), targeted measures such as the *"Perspektive Math-Nat!"* *taster day* or organizing events on the Germany-wide *Girls' Day* ensure that interested and talented girls are attracted to the idea of studying in Bonn.

2.1.6 Leadership roles and bodies

Both the **Rectorate and the University Council** at the University of Bonn **are made up of an equal number of male and female members**. A dedicated Vice Rectorate for Equal Opportunity and Diversity was created at the start of the Rectorate's most recent term in May 2021. Additional staff are currently being recruited for the unit of the same name, which reports to this Vice Rectorate. The *Senate* is approaching gender balance, with 43 % women (voting members only), actually putting it above the 2019 average for North Rhine-Westphalia of 39.8 % in 2021 (Gender Report 2019). However, a closer look at the various groups within the University reveals that female professors are also underrepresented in the Senate, making up only 15 % of all the professors in the body.

Only one of the University's seven **faculties** is led by a *female dean*. At 8 % in all, female researchers remain severely underrepresented at this leadership level (dean's and vice dean's offices). Across the various groups, the proportion of women on the *faculty councils* has increased overall from 33 % in 2018 to its current level of 40 %. Apart from the Faculty of Arts, this change is due primarily to an increase in the proportion of women among student members. The only female professors on the faculty council in the Faculty of Law and Economics and the Faculty of Agriculture at present are deputy members.

Of the nine divisions in **central administration**, three are led by *female directors*, while one director's post is in the process of being filled. The group comprising the chair and deputy chairs of the *Academic Staff Council* is made up of an equal number of men and women, although female researchers are underrepresented among the ordinary members at 38 %. Overall, the *Technical and Administrative Staff Council* is made up of an equal number of male and female members at nearly 47 %, with men being underrepresented among the group comprising the chair and deputy chairs.

The University of Bonn does not yet fully comply with the requirement of § 11b of the Higher Education Act to have an equal number of men and women on all its bodies and committees. Alongside its overarching efforts to increase the percentage of female professors, the Rectorate also provides an **incentive and compensation model to increase the participation of female professors on University bodies** via the support offered by *STEP 4 Co-Organization*. For example, this grant program allows them to request additional staffing support for research and teaching in order to make up for the time that they spend on appointment committees. This measure applies particularly to the areas in which female researchers are underrepresented. Lists of candidates featuring the same number of men and women can also be stipulated by agreement. If a list of candidates features only a few women as ordinary members, a number of female deputies can be swapped with an ordinary male member. Efforts to raise awareness of the need for decision-making bodies to be made up of an equal number of men and women must continue as a basic principle.



2.2 Technical and administrative staff

Overall, women make up more than 50 % of **technical and administrative staff**. Here too, however, women are underrepresented in some areas. Detailed information can be found in the gender equality plans for the individual faculties and institutions. Within *central administration*, the proportion of women is 68 % among staff in the highest echelons of the civil service, 50 % among those in the upper echelons and 47 % among those in the middle echelons. At 27 %, women are only significantly underrepresented at the lower level, which in this case means the technical team in Division 4. Besides Division 4, where women make up 14 % of the workforce overall, Division 2 (IT and Computing Services) also has a very low proportion of women at 14 %.

Targeted action is being taken to increase the proportion of women on the various career tracks and in leadership roles in administration. Female internal staff are told about upcoming vacancies and their job descriptions as well as relevant training opportunities at an early stage. In line with the “proactive recruitment” principle, suitable female candidates are specifically encouraged to apply for vacancies in areas of the administration where women are underrepresented. The equivalence criteria drawn up by the chambers of industry of commerce are consulted for staffing procedures in the office management team so that qualifications that were not obtained from vocational training relevant to the specific vacancy can be made comparable.

Applications from women are handled in accordance with the provisions of the NRW State Gender Equality Act (LGG) as a basic principle. These require at least as many women as men, or even all women that meet the qualification requirements, to be invited for interview (§ 9 para. 1 LGG). Biographical aspects (starting a family, age, bringing up children, caring for family members) must be taken into account when assessing applicants’ careers to date.

Part-time employees are supported by offering nearly full-time hours. Allowing more flexibility in terms of working hours and location (Civil Service Staff Council Agreement on Mobile Working/Alternating Telework) is helping to improve career prospects. Part-time staff are specifically encouraged to have a career and apply for leadership roles. Business meetings, continual professional development and committee work are timetabled to fit in with the relevant employees’ working hours to support the involvement of part-time staff in operational matters. Employees that hold several part-time roles at the same time are a special case. When advertising to fill these split roles, therefore, the question of geographical proximity should be accorded priority.

As a basic principle, all jobs undergo constant change in terms of the tasks to be performed, the relevant requirements and the necessary qualifications. Line managers must check regularly whether the **job descriptions** of their staff still reflect the current requirements for the actual job being performed. In the event of structural changes that necessitate modifications to work processes and requirements for tailoring administrative tasks in administration, the faculties and the central units, the University will ensure that the relevant employees are grouped in line with the collective bargaining agreement. It will check whether the tasks that form part of each job reflect the current situation in respect of the work that actually needs doing. If discrepancies emerge, the relevant job description is to be updated in order to enable an assessment that is free from any unfairness or discrimination.

Half of the places in **apprenticeships** in which women are underrepresented are to be filled by suitable female applicants in accordance with § 7 para. 2 LGG. In addition, people who have successfully completed an apprenticeship at the University are to be given priority in terms of moving into or filling vacancies. Women are to be given priority in areas in which they are underrepresented.

3. Overarching Issues

3.1 Equal opportunity, diversity, participation and inclusion

Embedding diversity in the fabric of the University is a **task for its entire community**, spanning all areas of research, teaching and administration in equal measure. The overarching aims are to provide systematic support to help everyone reach their full potential, to promote educational justice and excellence, to initiate changes to structural frameworks and to achieve equal opportunity. For the members of the University of Bonn community, this means that participation, recognition and estimation must all be concrete guiding principles in structural change. This process requires participation from the entire University and all active within it and, in particular, requires close cooperation between the management and operational levels. The Rectorate and the various institutions of the University of Bonn are supported in these efforts by the Equal Opportunity and Diversity Unit, which reports to the Vice Rectorate of the same name that was set up in May 2021.

The unit intends to continue developing the diversity strategy that was launched as part of the “Shaping Diversity” audit in the spirit of an inclusive university. As an inclusive university, the University of Bonn is committed to removing barriers in order to facilitate study, working and general conditions that embrace inclusion and take account of diversity and the fact that everyone is different. The dimensions of gender and sexual orientation have a key role to play in this and will be a particular focus in the next stages of the strategy process in line with the aims of the gender equality policy.

3.2 Advanced training and continual professional development

Human Resources Development offers all University staff **wide-ranging opportunities for continued personal and professional development** including training, coaching, mentoring, language courses, certification schemes and e-learning modules on the following topics: leadership, management and health; communication and presentation; guidance and career planning; research and research funding; project management and new work; and diversity and global working. An equal number of men and women are invited to lead courses as a basic principle. In addition, trainers will need to demonstrate both gender and diversity competence.

3.2.1 Further training for female technical and administrative staff

Aside from advanced training and continual professional development **courses that are open to all University members, courses are designed that are geared specifically**

to upskilling women and ensuring they have an opportunity for promotion. Women whose roles do not offer the prospect of promotion are provided with comprehensive information on training opportunities in their respective profession and given appropriate support. The courses include training in both job-specific and general skills and address topics such as public speaking and communication, assertiveness and self-defense, career-specific measures, language learning, healthcare in the workplace, the basics of employment law and re-integration training.

3.2.2 Gender competence

The general advanced training and continual professional development offered by the University of Bonn includes courses that reference the situation of women and highlight ways of eliminating unfairness, in each case relating to the issue at hand. The issues of **gender equality, identifying discrimination mechanisms, sexual harassment and bullying in the workplace and the development of counter-strategies** are being integrated into the University’s internal advanced training program. This is being done either in the form of courses on specific topics or as a cross-cutting issue incorporated into all advanced training modules so that, for example, continual professional development courses for managers or doctoral supervisors always make reference to both gender and diversity competence. In particular, these issues also form an integral part of advanced training measures for staff in all areas who have managerial responsibilities or who are involved in recruitment. Advanced training courses on the issues of gender diversity and sexual orientation are also being developed for employees in all areas. This applies particularly to teachers and managers but also to administrative and technical staff in the academic and scientific support team.

3.2.3 Compatibility

To ensure that staff with children or care responsibilities can be as involved as possible, **advanced training and continual professional development courses are primarily held during working hours.** If this is not possible, the employees in question are to be granted an equivalent amount of paid leave. In addition, the invitation sent to participants includes information about available childcare, which is usually provided by the Office of Family Services. The advanced training provided is complemented by events organized by the Office of Family Services that are designed specifically for people with care responsibilities.

3.3 Gender dimensions in research and teaching

The promotion of gender equality, gender sensitivity and diversity is an **important quality characteristic of excellent research and teaching** and is seen by the University of Bonn as a task for its entire community in these areas.

For **research**, this means *integrating gender dimensions* when formulating and studying research questions in any discipline – not just the humanities, in other words, but also the natural sciences and medicine, for example. *Equal opportunities for women and men in terms of involvement and support* in third-party-funded projects must also be ensured, particularly at project management levels but also with regard to early-career researchers. As part of the Gender Equality Office's gender consulting work, research projects and structured programs are advised on designing measures to support female researchers and increase the proportion of women at all levels of academic qualification (see 3.7 below).

Promoting the *inclusion of the dimensions of gender and diversity as a cross-cutting task* in all disciplines and subjects and advancing the expansion of gender, queer and diversity studies are both important steps for quality assurance in **teaching**. Findings and issues from gender and diversity research are integrated as module content or seminar topics into the teaching provided on numerous degree programs at the University of Bonn. Institutionalized gender research is currently established as part of the Research Group for Theological Gender Studies in the Faculty of Catholic Theology, among other places. The Diversity Research Unit was set up in the Faculty of Arts in 2021. It pursues an intersectional, international and inter-faculty approach and serves as a platform for existing and future fields of research in other faculties and departments as well, including Natural Sciences, Pharmacy and Medicine. Its main role is to link up various institutions, academic cultures and non-University institutions that are embedded within the University. For example, the NRW state certificate program entitled *Professional Teaching Competency for the University Level* covers the use of *gender-inclusive teaching methods and improving teachers' gender competence*. The *Center for Diversity Research in Teaching (ZeDiL)*, which is affiliated to the Vice Rectorate for Teaching and Learning, is dedicated to studying diversity concepts in university teaching and aims to further develop diversity-related teaching at the University by conducting research and offering advice. With its annual call for entries to the Gender Studies Prize, the

Gender Equality Office encourages outstanding final theses and doctoral theses that tackle a question from the field of gender and/or queer studies in terms of their content or methodology.

The **Equal Opportunity and Diversity Unit**, which reports to the Vice Rectorate for Equal Opportunity and Diversity, provides support with and advice on (further) developing concepts and strategies for promoting equal opportunity and diversity. It also brings organizational units, researchers and employees at the University of Bonn together and helps them plan and run equal-opportunity-related activities and thus helps to foster an organizational culture of mutual respect and appreciation.

3.4 Combining studying, research, career and family

It goes without saying that a family-friendly HR policy and the creation of family-friendly study conditions are part of the University's strategy. The University's own **Office of Family Services** can advise all staff and students on issues associated with making research, studying, career and a family easier to combine. It also provides comprehensive information on maternity leave, parental leave and parental benefits. In addition, the office helps the faculties to implement infrastructure measures such as setting up parent-child rooms.

As part of its re-audit conducted in 2018 and its **certification as a Family-Friendly University, which it has held continuously since 2021**, the University has committed to adopting measures over the next few years that include: ongoing awareness-raising among managers; expanding (flexible) childcare services; improving working and study conditions for staff and students with children; making academic training and a family easier to combine; providing support with internationalization and mobility; and bringing key players in family support together more effectively. A six-monthly dialogue event at managerial level between the Office of



Family Services and the individual faculties is organized as a tangible measure for achieving these objectives. Direct opportunities for an exchange among small groups of managers are also planned from 2022 onward. In addition, issues relating to the compatibility of family and career are to be discussed in annual meetings between supervisors and their staff and, where appropriate, part-time arrangements are to be offered to employees with family responsibilities. Furthermore, Occupational Safety and the Office of Family Services provide advice on drawing up risk assessments in connection with maternity leave policies. The Office of Family Services provides close-knit support to students and staff in the event of problems during pregnancy, birth and parenthood.

There are now **238 childcare places** available to employees and students at two University-run daycare centers and in partnership with external establishments. The creation of a new daycare center on the Poppelsdorf Campus is currently at the planning stage. The specific advice available to staff and students with care responsibilities is tailored to the particular needs of the target groups. Supporting measures such as emergency childcare and sourcing babysitters form an integral part of the services provided by the Office of Family Services.

Flexible working time models, telework options and mobile working as well as a range of advanced training and continual professional development measures complement the overall concept to ensure effective, tailored conditions in which to work and study. With regard to improving family-friendly study conditions, opportunities to attend courses online are to be taken into account even after the COVID-19 pandemic, and additional rooms for students with children are to be made available.

Together with the Vice Rectorate for Teaching and Learning, the Office of Family Services is committed to expanding the number of **part-time degree programs** taught at the University. The Office of Family Services can also advise and support students who are planning to study abroad with a child or children.

Another of its pressing objectives is to expand the available **part-time options for professorships**.

The compatibility of family and career also includes caring for family members. A dedicated **Care Counseling** unit has been set up in the Office of Family Services for this purpose. It offers advice and support to staff and students on issues such as at-home care, finding a place in a nursing home, applying for financial support, and care and family care leave as well as organizing workshops and seminars for exchanging experiences or learning the basics of the law.

3.5 Protection against sexual discrimination and violence

Working together in a spirit of respect and trust and treating all members of the University and its community without discrimination are a matter of course at the University of Bonn. Sexual harassment, sexual discrimination and violence

are not tolerated. Preventing sexual harassment and sexual discrimination and providing help should they occur are thus particularly important. The corresponding policy on the issue was approved by the Rectorate as long ago as 2011. An updated and expanded version is set to be published next year with the help of the Gender Equality Office, the legal counsel, HR management, the Department of Law and the gender research team in the Faculty of Catholic Theology. In addition, campaigns and workshops organized by the Gender Equality Office for the whole University provide all staff and students with a broad information base. When it is planning any major construction work, the University also avoids any spaces that would cause anxiety or present a danger and ensures clear signage and sufficient lighting.

3.6 Services provided by the Gender Equality Office

The Gender Equality Office provides an **extensive range of services to improve equal opportunity and support female early-career researchers**. Introduced back in 2004, the *MeTra* mentoring and training program for female doctoral students, Habilitands, heads of research groups, adjunct professors and assistant professors includes a range of supporting activities such as advanced training courses, mentor matchmaking and regular networking events. The *Maria von Linden Program* was set up by the Gender Equality Office in 2006 and offers an extensive portfolio of measures designed to support and attract female researchers at all qualification levels, particularly postdocs. The *open training and coaching program* comprises a wide range of workshops that all female early-career researchers can make use of, from doctoral students to assistant professors at the University of Bonn.

Via the **Fund to Promote the Structural Integration of Gender Equality**, the Gender Equality Office has awarded start-up financing **to the faculties** since 2018 for projects geared towards establishing measures in their respective areas that will promote gender equality.

The University of Bonn's gender equality policy follows **intersectional principles** that are reflected both in the counseling offered in the event of unfairness and discrimination and in the support measures put in place. A *contact point for LGBTQIA* individuals* was set up in the Gender Equality Office in 2016. It is open to all members of the University and its community and serves as a first port of call for anyone who needs advice or has any questions about these issues. In addition, its workshops on empowerment in the face of discrimination, which were initially only for women from the University, now welcome lesbians, intersex people, non-binary people, trans people, and agender people too. The Gender Equality Office also organizes regular workshops for women who are the first people from their family or community to study at university. These give them the opportunity to network with others from different disciplines but also to reflect on the influence their own educational background has had on them, on the lack of role models in their family or on preconceptions – either their own or those shared by other people – of research as a career.

3.7 Equal opportunity in third-party-funded projects (gender consulting)

The Gender Equality Office provides one-to-one advice on third-party-funded projects and initiatives, including help applying for lump-sum gender equality allowances and individual needs analyses for devising and implementing project-specific gender equality measures. These lump-sum gender equality allowances are used to fund **career advancement measures** for the female early-career researchers in the research network such as career planning workshops, training in appointment procedures or applying for third-party funding. Measures for expanding family-friendly structures are also offered, such as flexible childcare (*pme*, *PROKI*, *babysitter service*) as well as workshops for developing individual strategies to improve the compatibility of family and career.

The **new Clusters of Excellence** have enabled significant additional resources to be secured for formulating and implementing gender equality measures. Together with the existing Clusters of Excellence, these offer a wide range of support services for female early-career researchers such as scholarship schemes for female postdocs, networking events, advances on travel expenses, exchange programs for female researchers with the partner universities of each cluster and setting up parent-child rooms to work in.

3.8 Quality management and evaluation

The University of Bonn employs a **nuanced internal monitoring and evaluation system**. The *Academic Controlling department*, part of central administration, is responsible for central reporting and holds data on all areas of the University that is updated daily. A *post for strategic gender equality controlling* has also been created in the Gender Equality Office. Among other things, the post holder is responsible for monitoring trends in the proportion of women across the University at all qualification levels, documenting appointment procedures, analyzing and evaluating existing gender equality measures, and helping to develop new support measures for female early-career researchers in an advisory capacity.

4. Entry into Force

This reference framework for gender equality enters into force on the day after it is published in the Official Announcements of the University of Bonn.

R. Hüttemann

Chairperson of the Senate
of the University of Bonn
University Professor Dr. Rainer Hüttemann

Prepared on the basis of the University of Bonn Senate resolution of December 9, 2021.

Bonn, December 2021

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Requirement to give notice of deficiencies:

Under § 12, para. 5 of the Higher Education Act of North Rhine-Westphalia (Hochschulgesetz NRW, HG NRW), violations of the procedural or formal requirements of the Higher Education Act or regulatory or other legal provisions of the University of Bonn may no longer be asserted against regulations if one year has passed since their announcement, unless

1. The regulations were not properly announced,
2. The Rectorate previously objected to the resolution by the body adopting the regulations, or
3. The University was previously notified of the formal or procedural deficiency, indicating the legal provision that was violated and the facts leading to the deficiency.



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